EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

FIAE Reflections – Chapter 1

In Chapter 1, of *Fair Isn’t Always Equal*, the author Rick Wormeli states his case for Differentiated Instruction (DI) in the classroom. He argues that our growing knowledge of the brain’s workings and how it learns signal the need for teachers and schools to move away from a “one-size fits all” curriculum, and instead, adopt the practice of differentiated instruction. In order to support his argument, Wormeli addresses some of the concerns that make some people hesitant to adopt the DI method. For example, one concern was whether differentiated instruction, provided throughout a student’s educational career, will lead to them becoming dependent on differentiation in all aspects of their lives, and therefore be unable to adapt. Wormeli argues this by pointing out that we live in a differentiated world, and that differentiation is not designed to make learning easier; instead, its purpose is to push students to achieve because their needs are being met.

I really enjoyed how the author addressed concerns with differentiated instruction. I myself wondered, perhaps through my naivety on the subject, whether DI could become a crutch. However, I recognize that this is not the case. In particular, one comment, made by the author, really convinced me of the power of differentiated instruction. The author argues that it is the students who have been educated in a differentiated environment who develop a better understanding of themselves As a result, these student develop into self-aware individuals who are able to advocate for themselves. They come to recognize that their differences are not deficits, but just another aspect of their and their classrooms diversity.